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ABSTRACT

Developed as part of a Statement of Educational Principles project for the Newport Beach (California) School District, the method of teaching speech communication that is detailed in this guide has been cited for its clarity, developmental approach, adaptability, and workability. The ten units in the guide cover the following areas: vocal delivery skills, nonverbal delivery skills, parts of speech, speech supports, media of speech communication, forms of discussion, storytelling, basic forms of public speaking, competitive speech, and speech communication theories. In each unit, behavioral objectives are progressively delineated for primary grades, upper grades, middle school, and high school. (FL)

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SPEECH COMMUNICATION SEP

FOR GRADES K - 12

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TO NEWPORT SCHOOL DISTRICT, CALIFORNIA

From 1973 to the present, the author has served as the chief consultant in the development and adaptation of a program in speaking for grades K-12 for the Newport Beach School District in California.* This effort was part of a broad SEP (Statement of Educational Principles) project in the entire school district in relation to every subject taught.

In the area of speech communication, the identification, arrangement, and function of each unit was written by Dr. Briggs and adopted by the school board for the district. The program's clarity, developmental approach, adaptability and workability have been recognized as its primary virtues over the past few years. Since 1974, the speech program has been implemented in all grades in Newport. Behavioral objectives are progressively delineated for P (primary grades), U (upper grades), M (middle school), and H (high school). The program has been received with great success. The author has received national commendation. This approach to teaching speaking in grades K-12 has served as a model to several other school districts attempting to establish a comprehensive and progressive speech program. If any listeners wish to obtain a copy of this program, please contact me at California State University - Long Beach.

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* The program was chaired by Ms. Joan Peterson

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The units include the following:

I. Vocal Delivery Skills

II. Nonverbal Delivery Skills

III. Parts of a Speech

IV. Speech Supports

V. Media of Speech Communication

VI. Forms of Discussion

VII. Storytelling

VIII. Basic Forms of Public Speaking

IX. Competitive Speech

X. Speech Communication Theories

1.0 Vocal Delivery Skills

1.1 Using the vocal mechanism with correct pronunciation; clear articulation; sufficient volume; rate; pitch; pausing; quality; and breathing during a speech.

1.1.1 The student will demonstrate appropriate pronunciation and clear articulation of words and phrases so that correct meaning will be conveyed.

1.1.1.1	The student will determine pronunciation and articulation of given words and read them aloud.	P
1.1.1.2	The student will determine pronunciation of the words in a sentence and read them aloud.	U
1.1.1.3	The student will determine pronunciation and articulation of a written passage (book, magazine, poem, or own original writing) and read it aloud.	MS
1.1.1.4	The student will determine pronunciation and articulation of one hundred commonly used words most frequently mispronounced. He will read them aloud in a written passage or an original writing.	HS

1.1.2 The student will demonstrate sufficient volume in reading words and/or phrases.

1.1.2.1	Given phrases to read, the student will read the phrases with sufficient volume so that everyone in the classroom can hear them or that the taped phrases are loud enough to be clearly understood.	P
1.1.2.2	Given sentences to read, the student will speak with sufficient volume to be heard by the entire class or that the taped sentences are loud enough to be clearly understood.	U
1.1.2.3	In reading a passage of his own selection orally, the student will demonstrate sufficient volume control so that he can be heard continuously by everyone in the classroom or that the taped selection is loud enough to be continuously understood.	MS
1.1.2.4	In reading a passage of his own selection orally, the student will demonstrate a variety of volume so that he can adjust his voice to the mood or feeling being communicated.	HS

1.1.3 The student will demonstrate correct speaking rate for various material, approximately an average of 130 words a minute.

1.1.3.1	The student will read the story with expression using a speaking rate free from hesitation.	P
1.1.3.2	Given a passage from a speech, book, or magazine, the student will use a speaking rate free from hesitation and repetition.	U
1.1.3.3	Given various materials including poetry, the student will demonstrate speaking rate with rhythm, but free from hesitation and repetition.	MS
1.1.3.4	Given various materials to read orally, the student will demonstrate speaking rate with rhythm and without hesitation, repetition, or jerkiness.	HS

1.1.4 The student will demonstrate different voice pitch and a wide range of pitch inflections.

1.1.4.1	Given a sentence from a book to read, the student will read that sentence with different voice and pitch inflections to give varied emphasis to any given word in the sentence.	P
1.1.4.2	Given a story, the student will demonstrate a different voice pitch and inflection for two of its characters.	U
1.1.4.3	Given a playlet or other selection, the student will correctly interpret the voices of three different characters using proper pitch and inflection.	MS
1.1.4.4	Given a cutting from a play, the student will read the selection with a wide range of voice and pitch inflections to give varied emphasis to a given character.	HS

1.1.5 The student will demonstrate correct pausing for various materials, avoiding vocalized pauses of uh and well uh and other unnecessary vocal pauses.

1.1.5.1	Given several sentences to read, the student will demonstrate the ability to pause at a comma and stop at a period.	P

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	1.1.5.2	Given a passage from a book, magazine or speech to read, the student will demonstrate correct pausing for that passage.	MS
	1.1.5.3	Given various materials to read orally, the student will demonstrate correct pausing for that material.	MS
	1.1.5.4	Given poetry and prose to read orally, the student will demonstrate correct pausing.	HS
1.1.6	The student will demonstrate correct quality of voice during speaking.		
	1.1.6.1	Given a series of words to read aloud, the student will demonstrate pleasant vocal quality avoiding huskiness.	P
	1.1.6.2	Given phrases from a book, magazine or speech to read aloud, the student will demonstrate pleasant vocal quality and resonance of voice avoiding huskiness and nasality.	U
	1.1.6.3	Given sentences from a speech to read orally, the student will demonstrate pleasant quality and resonance of voice, avoiding huskiness and nasality.	MS
	1.1.6.4	Given a playlet or other selection, a student will demonstrate correct quality while interpreting several characters' lines.	HS
1.1.7	The student will demonstrate correct breathing using the diaphragm during speaking.		
	1.1.7.1	Given a series of words to read orally, the student will demonstrate correct breathing by using diaphragmatic muscles.	P
	1.1.7.2	Given phrases from a book, magazine or speech to read orally, the student will demonstrate correct breathing using the diaphragmatic muscles.	U
	1.1.7.3	Given sentences from a book to read orally, the student will demonstrate correct breathing using the diaphragmatic muscles.	MS
	1.1.7.4	Given passages from a speech, book or magazine to read orally, the student will demonstrate correct breathing by using the diaphragmatic muscles.	HS
	1.1.7.5	The student will say a sentence of at least 15 to 20 words by using a single breath.	HS

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2.1 Using good grooming; posture; facial expressions and hand gestures; and eye contact.

2.1.1 The student will select/and use those clean and neat grooming characteristics that are proper for a speaker.

2.1.1.1 Given a series of pictures and a good grooming criterion, the student will select the picture that portrays proper grooming. P

2.1.1.2 Given a series of pictures of speakers groomed for speaking engagements, the student will match them with their situation. U

2.1.1.3 Given several speaking situations, the student will list orally at least two grooming characteristics for that speaker for each occasion. MS

2.1.1.4 The student will list several different types of speech situations and the proper grooming characteristics for each. HS

2.1.2 The student will demonstrate posture with a straight spine used during a speech.

2.1.2.1 Given a series of pictures, the student will select the picture where the speaker portrays correct posture. P

2.1.2.2 Given a series of pictures, the student will select the picture where the speaker portrays correct posture. U

2.1.2.3 The student will list at least three characteristics of correct posture. MS

2.1.2.4 The student will describe orally the principles of correct and incorrect posture (i.e. standing straight not slumped nor rigid; hands and arms movement natural) and the effect posture has upon the audience. (Attentive audience with little conversation). HS

2.1.2.5 The student will demonstrate correct posture by standing straight, not slumped nor rigid, during a speech. HS

2.1.3 The student will demonstrate natural and numerous facial expressions and hand gestures during a speech.

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2.1.3.1	During a sharing period, the student will be able to show an item and gesture during his speech.	P
2.1.3.2	Given a chart, map, or illustration illuminating a speech, the student will display the item using hand gestures.	U
2.1.3.3	Given a recording, the student will supply facial expressions and hand gestures which interpret the mood, tone and plot.	MS
2.1.3.4	The student will choose a pantomime, and will act it out using facial expression and hand gestures.	HS

2.1.4 The student will demonstrate eye contact with an audience during a speech.

2.1.4.1	Given three sentences to read orally, the student will read the sentences and have eye contact with the audience at least once during his speech.	P
2.1.4.2	Given a poem or written selection not to exceed seven lines, the student will establish eye contact at least three times during the reading.	U
2.1.4.3	The student will list orally and demonstrate the criteria for good eye contact: 1) look directly at the audience; 2) look from person to person; 3) watch the faces of the listeners.	MS
2.1.4.4	The student will demonstrate eye contact approximately 50% of the time during an oral presentation.	HS

3.0 Parts of a Speech

3.1 Parts of a Speech include the topic; introduction; thematic sentence; body; transition; conclusion; and outline.

3.1.1 The student will select and narrow the topic of his speech.

3.1.1.1	Does not apply.	P
3.1.1.2	Given two general topics, the student will tell or write one sub-topic for each topic.	U
3.1.1.3	Given a list of general topics, the student will (write or tell) supply at least three sub-topic names for each general topic.	MS

	3.1.1.4	The student will present at least five properly narrowed topics for a given speech assignment.	HS
3.1.2	The student will identify and write a correct introduction to a speech.		
	3.1.2.1	The student will identify a simple introduction to a short speech.	P
	3.1.2.2	The student will give one reason for a good speech introduction including interest, attention getting or topical explanation.	U
	3.1.2.3	Given a series of introductions for a given topic, the student will identify a correct introduction for that speech.	MS
	3.1.2.4	Given a list of topics, the student will write at least three correct introductions for his chosen topic.	HS
3.1.3	The student will identify and write correct thematic sentences which will follow the introduction.		
	3.1.3.1	Does not apply.	P
	3.1.3.2	Given a speech topic, its introduction and several topic sentences, the student will select the main idea sentence which best supports the topic and the introduction.	U
	3.1.3.3	Given the name of a topic, the student will write a good main idea sentence that will give the central idea to be developed in the speech.	MS
	3.1.3.4	Given the name of a topic, the student will write at least three or more main idea sentences that give the central theme of the speech.	HS
3.1.4	The student will identify and write the body of a speech to support the main idea.		
	3.1.4.1	Does not apply	P
	3.1.4.2	Given one of the topic sentences from a speech, the student will write a paragraph which contains sentences related to the topic sentence.	U

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		the body of the speech in at least two descriptive paragraphs and use at least two descriptive words or phrases to convey meaning.	
	3.1.4.4	Using his main idea sentences, the student will write the body of the speech in three or more descriptive paragraphs using at least one comparison and contrast to convey meaning.	HS
3.1.5	The student will identify and write the transitions of a speech.		
	3.1.5.1	Does not apply.	P
	3.1.5.2	Given a short speech the student will identify at least three transitions between main ideas and parts of the speech.	U
	3.1.5.3	Given a short speech, the student will identify all transitions between main ideas and parts of the speech.	MS
	3.1.5.4	Given a speech without transitions, the student will write a least five transitions between main ideas and parts of the speech.	HS
3.1.6	The student will identify and write a conclusion to support the main idea.		
	3.1.6.1	The student will be able to identify a simple conclusion to a short speech.	P
	3.1.6.2	The student will write a summary covering two main points of a speech.	U
	3.1.6.3	The student will write a conclusion to his speech that will summarize the important points he has covered.	MS
	3.1.6.4	The student will write several types of conclusions in addition to summarization.	HS
3.1.7	The student will outline (topic or sentence) his speech.		
	3.1.7.1	Given a simple story, the student should repeat basic ideas in correct time order in the narration.	P
	3.1.7.2	Given a series of topic sentences for a speech, the student will place them in correct sequential order.	U
	3.1.7.3	Given the topic of a speech, the student will prepare a correct topical outline.	MS

3.1.7.4 Given a list of different topics for speeches, the student will prepare at least two topic outlines and two sentence outlines on different subjects. The outlines must contain a minimum of two to four large divisions each containing two subdivisions. HS

4.0 Speech Supports

4.1 Using speech supports or arguments such as description or explanation; comparison and contrast; examples; facts, figures, and statistics; testimony; and restatement in speaking.

4.1.1 The student will accurately identify and describe or explain familiar objects, pictures or activities.

4.1.1.1 Given an object, picture or name of activity, the student will identify it to a group by using at least one descriptive word. P

4.1.1.2 Given a familiar object, picture, or name of activity, the student will identify that object, picture or name of activity to a group by using two descriptive sentences. U

4.1.1.3 Given an object, picture or name of an activity, the student will identify it to a group using at least three categorical descriptions including size, shape, color or texture in four descriptive sentences. MS

4.1.1.4 Given an assignment to describe an activity, the student will give a two to three minute speech to describe that activity to a group. This speech must contain at least three descriptive paragraphs. HS

4.1.2 The student will accurately describe or explain his emotions or reactions to pictures, situations or problems.

4.1.2.1 Given two pictures, one sad and one happy, the student will describe the emotions evoked from at least one picture to a group. P

4.1.2.2 Given a series of pictures (showing emotions of sadness, happiness, anger, fear and love) the student will describe at least four of these emotions to a group. U

4.1.2.3 Given a role-playing or verbal situation, the student will describe his dominant emotion: hate, anger, frustration, impatience, pride, joy or contentment to a group. MS

4.1.2.4 Given an assignment to depict an emotion/emotions, the student will choose a three to five minute selection to read to a group. HS

4.1.3 The speaker will develop a main idea by the use of comparison and contrast in his presentation.

4.1.3.1	Given two objects, the student will tell what is similar in both.	P
4.1.3.2	Given two objects, or pictures, the student will make at least one comparison and contrast about these items.	U
4.1.3.3	Given two countries, the student will compare and contrast them in at least two different areas.	MS
4.1.3.4	Given facts about two people, places, situations, or places of literature, the student will make at least two contrasts and two comparisons in his presentation.	HS

4.1.4 The speaker will develop a main idea by the use of examples in his speech.

4.1.4.1	The student will share a personal experience by using one example or specific instance.	P
4.1.4.2	The student will relate a personal experience of another to clarify or illustrate a point.	U
4.1.4.3	In presenting a speech, the student will give a specific example to illustrate each of three general statements.	MS
4.1.4.4	In presenting a speech, the student will give several specific examples to illustrate a given number of general statements.	HS

4.1.5 The speakers will make use of facts, figures, and statistics in his speech.

4.1.5.1	The student will give one fact to support or substantiate a point in an oral presentation.	P
4.1.5.2	The student will clarify his speech by including at least one fact and one figure.	U
4.1.5.3	Given the topic of a speech to prepare, the student will explain and clarify it with at least one fact, figure and statistic.	MS
4.1.5.4	Given a topic of his own choosing, the student will explain and clarify an idea by using four or more facts, statistics, and figures in his speech.	HS

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4.1.6 The speaker will use the testimony of a recognized authority to support a particular topic.

4.1.6.1	Does not apply.	P
4.1.6.2	Does not apply.	U
4.1.6.3	In giving a controversial speech, the student will use at least one supportive testimony by a recognized authority.	
4.1.6.4	Given a list of topics from which to prepare, the student will produce at least three testimonies by recognized authorities to support the ideas in his speech.	HS

4.1.7 The speaker will demonstrate the tool of restatement in a speech.

4.1.7.1	Given a story, the student will be able to restate the repetitive theme or words of the story.	P
4.1.7.2	Given the directions for a simple game, the student will restate them in proper sequence.	U
4.1.7.3	In giving a speech, the student will re-emphasize a given point by restatement of that point in the body of his speech.	MS
4.1.7.4	In giving a speech, the student will re-emphasize at least three points in the body of the speech by restating them.	HS

5.0 Media of Oral Communication

5.1 Simulating or giving a recorded speech correctly using electronic equipment such as a microphone, tape recorder, or video tape.

5.1.2 The student will be able to read or write and deliver a correctly taped speech.

5.1.2.1	The student will read a short story into a tape recorder.	P
5.1.2.2	Given a microphone, the student will deliver orally a short radio speech keeping his mouth proper distance from the microphone and pitching his voice slightly lower than normal.	U
5.1.2.3	The student will prepare and deliver into a recorder a short speech which is audible to the listener.	MS
5.1.2.4	The student will prepare and deliver into a recorder an audible speech with a range of intonations including question, exclamation and commands.	HS

5.1.3 The student will write and deliver orally a correctly video taped speech.

5.1.3.1 The student will participate in a playlet that is being video-taped. P

5.1.3.2 The student will participate in choral speaking that is being video taped. U

5.1.3.3 The student will prepare and deliver a television commercial, using the proper eye contact and voice techniques, along with natural hand gestures and facial expression. MS

5.1.3.4 The student will deliver a video-taped, 2-4 minute speech using eye contact with the camera and natural hand gestures and facial expression. HS

6.0 Discussion

6.1 Directed, cooperative, oral consideration of ideas between two or more persons, used in informal discussion; telephone conversation; formal problem-solving discussions: panel, symposium, forum; and interview.

6.1.1 The student will be able to clearly and politely introduce himself and others to another person or a small group.

6.1.1.1 Given an informal discussion, the student will introduce himself to another person. P

6.1.1.2 Given an informal discussion, the student will introduce one person to another. U

6.1.1.3 Given an informal discussion, the student will introduce himself properly to the group and other members to each other. MS

6.1.2 The student will ask questions of various levels using appropriate inflection in an informal discussion in a small group.

6.1.2.1 Given an oral situation, the student will ask at least one recall question by using the appropriate inflection. P

6.1.2.2 Given an oral situation, the student will ask at least one question involving literal comprehension, the student will speak quietly, adding stress to his statement without volumn. U

	6.1.2.3	Given the name of an oral situation, the student will ask at least two questions demanding an inference. The student will use appropriate (demanding) inflection in his voice and the use of pause.	MS
	6.1.2.4	Given the name of an oral situation, the student will ask at least two questions demanding literal and inferential comprehension. The student will use surprise, horror, and pause in his speaking to convey the meaning.	HS
6.1.3	The student will answer questions in a correct and conversational tone in an informal discussion in a small group.		
	6.1.3.1	Given an oral question involving one word facts, the student will answer the question.	P
	6.1.3.2	Given an oral question involving literal interpretation, the student will answer the question.	U
	6.1.3.3	Given an oral question demanding an inference, the student will give appropriate answer.	MS
	6.1.3.4	Given oral questions demanding both literal and inferential comprehension, the student will give appropriate answers.	HS
6.1.4	The student will converse fluently in informal discussion using questions and answers and other speech supports.		
	6.1.4.1	The student will carry on a conversation using at least one speech support. (Authentic facts).	P
	6.1.4.2	The student will participate in a conversation using at least two speech supports. (Authentic facts and testimony).	U
	6.1.4.3	The student will participate in conversation using questions, answers and at least two speech supports. (Authentic facts and testimony).	MS
	6.1.4.4	The student will participate in conversation using questions, answers, and at least three speech supports. (Authentic facts, testimony and statistics).	HS
6.1.5	The student will demonstrate correct telephone etiquette, demonstrating ability to converse fluently, courtesy, information giving ability, critical listening ability, and conversational tone.		
	6.1.5.1	In pantomining a telephone situation, the student will answer the telephone with the correct greeting and ending of a phone conversation.	P

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6.1.5.2	Given a script, the student will call and converse with a friend. He will identify himself, and use the appropriate greeting and ending of the phone conversation.	U
6.1.5.3	Given a script, the student will call in an emergency situation, i.e. police, fire department, ambulance, operator. He will identify himself and give appropriate greeting and proper conclusion to the conversation.	U
6.1.5.4	The student will answer the telephone or place a call with correct greeting, with proper identification, with a proper conclusion to the conversation.	MS
6.1.5.5	Given a script, the student will make an appointment. He will identify himself and give appropriate greeting and proper conclusion to the conversation.	MS
6.1.5.6	Given a script, the student will ask for or provide information in a telephone situation. He will identify himself, speak courteously in a conversational tone, and use the appropriate greetings and closings.	HS

7.0 Storytelling

7.1 The art of narration using nursery rhymes, fairytales, folktales, fables; myths, legends, epics, and sagas.

7.1.1 The student will be able to tell a short story from memory, demonstrating fluency and delivery skills.

7.1.1.1	The student will recite a nursery rhyme with expression emphasing the rhythm. He will demonstrate good posture.	P
7.1.1.2	The student will tell a fairytale or an Aesop's fable using appropriate voice, facial expression, and eye contact. He will demonstrate good posture, audibility and speaking rate.	U

7.1.2 The student will be able to tell a myth, legend, or part of an epic.

7.1.2.1	Does not apply.	P
7.1.2.2	The student will tell a legend using appropriate expression and rate of speaking.	U
7.1.2.3	The student will tell a myth and a legend using appropriate expression, rate of speaking, good posture and eye contact.	MS

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7.1.2.4 The student will tell part of an epic or a saga using appropriate expression, hate of speaking, good posture and eye contact. HS

7.1.2.5 The student will define types and characteristics of stories. HS

8.0 Basic Forms of Public Speaking

8.1 Basic public speaking uses. Speeches with a purpose which include demonstrative; informative; entertaining; and persuasive.

8.1.1 The student will clearly write and fluently deliver a speech to demonstrate.

8.1.1.1 The student will deliver a speech relating one important fact on "how to do something" during "show and tell" time. P

8.1.1.2 The student will write and deliver a speech displaying an orderly sequence on "how to do something" using a visual aid. U

8.1.1.3 The student will be able to prepare and deliver an advertising speech of 2-3 minutes using audio-visual aids and two speech supports (authentic facts and testimony). MS

8.1.1.4 Given a list of possible subjects for demonstrative speeches, the student will prepare and deliver a 3-5 minute speech to demonstrate using several audio-visuals and speech supports (authentic facts, testimony and statistics). HS

8.1.1.5 The student will be able to list the functions of an audio-visual in a speech.

8.1.2 The student will be able to clearly write and fluently deliver a speech to inform.

8.1.2.1 The student will deliver a speech to inform by giving an anouncement about something that interests him. P

8.1.2.2 The student will deliver a speech to inform by giving an oral report from a selected list. He must complete the report within three minutes. U

8.1.2.3 In giving an oral report, the student will display the use of a good introduction, supporting evidence, organization and conclusion. MS

8.1.2.4 In giving an informative speech, the student will display the use of a good introduction, supporting evidence, organization and conclusion. HS

8.1.2.5 The student will be able to orally repeat the three kinds of informative speaking: report, announcements and lecturing.

8.1.3 The student will be able to clearly write and fluently deliver a speech to <u>entertain</u>.

8.1.3.1 The student will deliver a speech to entertain by telling a short joke or clever saying. P

8.1.3.2 The student will deliver a short speech using an annecdote or personal experience. The speech will display comparison or contrasts, necessary explanation and told in the proper sequence. U

	8.1.3.3	A student will prepare and deliver a humorous speech from 2-3 minutes using an illustration, annecdote, or specific instance. He avoids rambling and unnecessary repetitions.	MS
	8.1.3.4	Given a list of potentially humorous situations, the student will prepare and deliver a 3-5 minute speech using several types of humerous appeals.	HS
	8.1.3.5	Given a number of humerous appeals, the student will illustrate or provide examples.	
8.1.4		The student will be able to clearly write and fluently deliver a speech to convince or persuade.	
	8.1.4.1	Does not apply	P
	8.1.4.2	The student will write and deliver 30 second speech, convincing the audience to buy a particular product using the testimonial technique.	U
	8.1.4.3	The student will write and deliver a 1-2 minute speech convincing the audience to buy a particular product using the testimony and facts or statistics.	MS
	8.1.4.4	The student will write and deliver a 3-4 minute speech to convince or persuade using the testimony, facts, statistics, and specific instances or illustrations.	HS
	8.1.4.5	Given a number of logical proofs, the student will illustrate or provide examples.	

9.0 Competitive Speech

9.1 Competitive Speaking - (optional) includes dramatic interpretation, humorous interp, oratory, impromptu, original oratory, extemporaneous speaking, debating and parliamentary procedure at the MS and HS levels only; however these types of speeches are also used as regular assignments in the classroom.

9.1.1		The student will be able to deliver a dramatic interpretation in the area of oral interpretation of literature.	
	9.1.1.1	Does not apply.	P
	9.1.1.2	The student will choose, prepare and deliver a 4-8 minute speech from a cutting (from a novel, short story, play, or poem.)	U

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9.1.1.3 The student will choose, prepare and deliver a 4-8 minute speech from a cutting (from a novel, short story, play, or poem.) MS

9.1.1.4 The student will choose, prepare and deliver an 8-10 minute speech from a cutting (from a novel, short story, play or poem.) The speech will include an original introduction. HS

The criteria for the above objectives are: (9.1.1.2, 9.1.1.3, 9.1.1.4)

Dramatic Interpretation
(a) Choice of selection (recognized literary merit)
(b) Correctness of interpretation
(c) Use of voice
(d) Speaking ability and delivery
(e) Poise and gestures
(f) Eye contact
(g) Posture

9.1.1.5 The student will be able to define oral interpretation.

9.1.2 The student will be able to deliver a humorous interpretation in the area of oral interpretation of literature.

9.1.2.1 Does not apply. P

9.1.2.2 The student will choose a cutting (from a novel, short story, poem or play) and prepare and deliver a humorous speech of not more than 4-8 minutes. U

9.1.2.3 The student will choose a cutting (from a novel, short story, poem or play) and prepare and deliver a humorous speech of not more than 4-8 minutes. MS

9.1.2.4 The student will choose a cutting (from a novel, short story, poem, or play) and prepare and deliver a humorous speech of not more than 8-10 minutes. The speech will include an original introduction. HS

The criteria for the above objectives are: (9.1.2.3, 9.1.2.4)

Humorous interpretation
(a) choice of selection (recognized literary merit)
(b) Correctness of interpretation
(c) Use of voice
(d) Speaking ability and delivery
(e) Poise and gestures
(f) Eye contact
(g) Posture

	9.1.2.5	The student will be able to compare and contrast dramatic interpretation and humorous interpretation.	
9.1.3	The student will select and deliver a oratorical interpretation.		
	9.1.3.1	Does not apply.	P
	9.1.3.2	Does not apply.	U
	9.1.3.3	The student will select a cutting from a published speech and prepare an oratorical interpretation analysis not to exceed 3 minutes.	MS
	9.1.3.4	The student will select a cutting from a published speech and prepare an oratorical interpretation analysis not to exceed 10 minutes.	HS
		The criteria for the above objectives are: (9.1.3.3, 9.1.3.4) Oratorical Interpretation (a) Choice of selection (b) Ability to communicate author's ideas (c) Use of voice (d) Poise and gestures (e) Eye contact (f) Speaking ability and delivery (g) Posture	
	9.1.3.5	The student will define oratorical interpretation.	HS
9.1.4	The student will be able to prepare and deliver an impromptu speech.		
	9.1.4.1	Given a topic, object, or event, the student will be able to tell one fact in a brief impromptu speech.	P
	9.1.4.2	Given a book, the student will open it at random and put a pencil on a word and speak for at least one minute on the word he has chosen (other than determiners, conjunctions, and interjections.)	U
	9.1.4.3	From a list of three topics, the student will have 5 minutes of preparation, and deliver a 3-5 minute impromptu speech on one of the topics.	MS
	9.1.4.4	From a list of three topics, the student will have 5 minutes of preparation and deliver an 8-10 minute impromptu speech on one of the topics.	HS

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The criteria for the above objective are: (9.1.4.3, 9.1.4.4)

Impromptu Speaking
(a) Staying on the topic
(b) Organization
(c) Content (originality and logical thinking)
(d) Word choice and language usage
(e) Speaking ability and delivery
(f) Eye contact
(g) Posture

9.1.4.5	The student will define an impromptu speech.	HS
9.1.5	The student will be able to write and deliver an original oratory.	
9.1.5.1	Does not apply.	P
9.1.5.2	The student will prepare and deliver an original oration for 4-8 minutes which may be informative or persuasive.	U
9.1.5.3	The student will prepare and deliver an original oration for 4-8 minutes which may be informative or persuasive.	MS
9.1.5.4	The student will prepare and deliver an original oration for 8-10 minutes which must be persuasive.	HS

The criteria for the above objectives are: (9.1.5.2, 9.1.5.3, 9.1.5.4)

Original Oratory
(a) Originality
(b) Logical thinking
(c) Word choice and language usage
(d) Speaking ability and delivery
(e) Eye Contact
(f) Posture

9.1.5.5	The student will define original oratory.	HS
9.1.6	The student will be able to compete in an extemporaneous speaking contest.	
9.1.6.1	Does not apply.	P
9.1.6.2	Does not apply.	U
9.1.6.3	From a list of three topics, chosen from current affairs magazines, the student will prepare and deliver a 4-8 minute extemporaneous speech using 1/2 hour preparation time.	MS

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9.1.6.4 From a list of three topics, chosen from current affairs magazines, the student will prepare an 8-10 minute extemporaneous speech using 1/2 hour preparation time and several types of speech supports. HS

The criteria for the above objectives are: (9.1.6.3, 9.1.6.4)

Extemporaneous Speaking
(a) Staying on the topic
(b) Organization
(c) Content of speech (originality and logical thinking)
(d) Word choice and language usage
(e) Speaking ability and delivery
(f) Eye contact
(g) Posture

9.1.6.5 The student will define the characteristics of extemporaneous speaking.

9.1.7 The student will compete on either the affirmative or negative side of a debate.

9.1.7.1 Does not apply. P

9.1.7.2 The student will be able to define the characteristics of the affirmative and negative sides of a debate. U

9.1.7.3 Given a topic to debate, the student will participate as a constructive speaker for not longer than six minutes. MS

9.1.7.4 Given a topic to debate, the student will participate as a constructive speaker for not longer than 10 minutes. HS

9.1.7.5 Given a topic to debate, the student will participate as a rebuttal speaker for not more than five minutes.

The criteria for the above objectives are: (9.1.7.3, 9.1.7.4, 9.1.7.5)

Debate
(a) Analysis
(b) Reasoning
(c) Evidence
(d) Organization
(e) Refutation
(f) Delivery

9.1.8 The student will participate in a meeting using correct parliamentary procedure.

9.1.8.1 Does not apply. P

9.1.8.2 Given 5 multiple choice questions on an objective test about Robert's Rules of Order, the student will pass the test with 70% accuracy. U

9.1.8.3 In conducting a class election, the student will observe Robert's Rules of Order during (1) making a motion, (2) nominating candidates and (3) closing nominations. MS

9.1.8.4 Given a list of characteristics of a debate and of a panel discussion, the student will label the list appropriately (using a D or P). HS

.1 Given 10 common multiple choice questions, the student will pass a test on Robert's Rules of Order with at least 75% accuracy.

.2 In conducting a meeting, the student will apply Robert's Rules of Order.

.3 In conducting a class election, the student will apply Robert's Rules of Order.

.4 Given twenty common multiple choice questions, the student will pass a test on Robert's Rules of Order with at least 75% accuracy.

.5 In conducting a class meeting, the student will apply Robert's Rules of Order.

10.0 Speech Communication Theories

10.1 Rhetorical Theories used in Ancient Greece and Rome.

10.1.1 The student will speak about ancient speakers and rhetorical theories.

10.1.1.1 Does not apply. P

10.1.1.2 Does not apply. U

10.1.1.3 The student will deliver a 2-4 minute speech on famous early speakers such as Demosthenes and Cicero. The student will describe their works and contribution to speaking. MS

10.1.1.4 The student will be able to identify and define Aristotle's three proofs in speaking (logos, pathos, ethos) and Cicero's five canons of speaking (invention, arrangement, style, memory, delivery) and explain their significance to today's speakers. HS

10.2 Communication Patterns in Various Message-Receiver Models.

10.2.1 The student will identify and define several communication models including his own.

10.2.1.1	Does not apply.	P
10.2.1.2	Does not apply.	U
10.2.1.3	The student will tell the definition of a simple communication model using encoder, decoder, message, noise, and channel.	MS
10.2.1.4	The student will define at least three basic communication models (Schramm, Shannon-Weaver, Ross, Berlo) or theories.	HS

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